

DELAWARE ELEMENTARY SCHOOL

School Improvement Plan (SIP)

Planning Tools	SIP Schoolwide Strategic Planner (Comprehensive Support/Targeted Support: PAI 1 and 2)	Schoolwide Strategic Planner (SWP)
	Root Cause Tools	Self-Assessment Rubric (SIOT)
Management & Monitoring Tools	Planning and Monitoring (Short-Term Cycles)	Action Plan & Short-Term Monitoring
	TSI Subgroup Progress Monitoring (Medium- & Long-Term Goals)	Disaggregated Data (CSI/TSI Subgroups)
Optional Supporting Tools	Culture & Climate 3rd Strategy (Required for Priority: PAI 3)	Schoolwide Strategic Planner (C/C Planner)
	Root Cause Tools	SIOT Analysis
SIP Input		

**SIP input
(stakeholder
input)**

Title I meeting, Site counsel meeting, Parent and student perception survey, and teacher SIOT input

**SIP Team
Members**

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SIOT (Strengths, Improvements, Opportunities, and Threats)

While using your previous SIP and relevant data (NWEA, IREAD-3, MySchool Survey, Panorama, Big 5 Reports, GTIC, etc), answer the following questions:

1. List school's primary strengths and areas of improvement from the previous SY - forces or barriers working for or against the School Improvement Plan implementation (SIP).
2. List school's key opportunities and threats from the previous SY - political, economic, social, technological, demographic or legal trends that are or may impact school's ability to achieve SIP implementation.
3. After completing the SIOT analysis, what are the highest leverage school improvement strategies for the current SY?
4. Are there any opportunities we can take advantage of because of a strength?
5. Are there any threats compounded by a weakness?

Analysis of Previous SY

Strengths	Areas of Improvement	Questions for Reflection
<ul style="list-style-type: none"> - Delaware Spring NWEA displayed a historically high percentage of students at/above national norm RIT in math and was within 1% in ELA. * <i>K&1st grade outperformed or was even with EVSC percentages in both math and reading</i> * <i>Delaware had the highest overall % of students at/above national norm RIT in zone 2</i> <ul style="list-style-type: none"> - 6 out of 7 grade levels in math, 5 out of 7 grade levels in reading - Classroom and PLC observation systems were developed and implemented consistently this year. - A strong EL implementation foundation exists across all classrooms with consistent use of text and tasks - PLC backwards design, lesson internalization, data/student work analysis processes were developed and piloted across all PLCs this year * <i>100% of teachers agree/strongly agree that the data/student work protocol allowed their team to have productive conversations around student work and helped them understand what their students know and can do.</i> * <i>100% of teachers value time spent in their PLC</i> - 71% of students passed IREAD3 in the Spring 20%age points higher than previous year (Still some yet to go to be back on track from 2017 (78,58,75,63,52,71)) - Overall Culture & Climate of the school has improved for staff and in some areas for students: <ul style="list-style-type: none"> * <i>Panorama School Climate increased 24% since Winter '22.</i> * <i>Overall T Sense of Belonging increased 19% since Winter '22.</i> * <i>100% of teachers feel like they belong (up 24%).</i> * <i>95% of Teachers are optimistic that their school will improve in the future (EVSC average is 66%; Highest historical favorable response rate for Delaware)</i> * <i>T-S Relationships category is even with the district at 77%.</i> - Student time in school and class is prioritized (487 total ODR (5/11/23), 289/ 59% were responded to with restorative practices, 57 OSS, 51 Class suspension or AEA) - Student exiting or moving to decreased intervention(s) 	<ul style="list-style-type: none"> - WT data shows that teacher expectations of students vary across the building (approx. split in thirds NE, SE, E) - WT data shows that the majority of teachers are monitoring for compliance during instruction vs evidence of learning for action - WT data shows teacher evidence of appropriate use of scaffolds 20% of the time - Less than 25% of students are projected to pass ILEARN in math or ELA (Spring NWEA) - 71% of 2nd grade students are not on track to pass IREAD3 * <i>WTs show skills block and benchmarking not implemented with integrity in 2nd grade</i> - Approximately 1/3 of K-2 students are at or above grade level benchmark in foundational reading skills - 48% of teachers feel like families understand academic information given to them about their child. - 55% of Delaware students report a favorable sense of belonging (Trending down and -7 EVSC) - Sped subgroup continues to perform significantly disproportionate academically (IDOE TSI Subgroup) <ul style="list-style-type: none"> * <i>IREAD3 Spring 12.5 vs 71%</i> * <i>ILEARN??</i> 	<p>Strengths:</p> <p>What are your school's primary strengths? What data supports these strengths? What knowledge, skills and mindsets do you have that can help you with successful implementation of your school improvement plan? What resources do you have available? What is your greatest achievement?</p> <p>Improvements:</p> <p>What are your school's primary areas for improvement? What data supports the need for improvement? What knowledge, skills, and mindsets are you missing? What should you stop/avoid doing? In what areas do you need more training?</p>
Opportunities	Threats	Questions for Reflection
<ul style="list-style-type: none"> - Leverage buy-in from activators and PLCs to continue to develop PLC processes strengthening a focus on instruction and student learning. (Mod/Unit, Lesson Internalization, Data Analysis and Response) * <i>PLC planning should be proactively supported and monitored to ensure appropriate time allocation and plan PLC support.</i> * <i>Consider how to improve cohesion with priority standards and student work/data analysis protocols</i> - Continue high-leverage walkthrough and feedback practices while narrowing focus and clarify what we expect to see mastered by when in terms of instructional strategies - Evolve goal setting process with PLC and individual teachers to align with student data analysis and walkthrough data (common and class goal) - Consider how family and community partnerships can be leveraged to increase attendance and understanding of academic information provided to parents (teacher perception). - Staff positive culture could be leveraged to model and impact student culture and perception data- what strategies worked with staff that could also be applied to students? * <i>Opportunity to coincide staff instructional strategies of release to students with student collaboration, connection and communication strategies (TPTs/Kagan)</i> * <i>Potential to fishbone this with students to gather further voice and insight when determining root cause</i> 	<ul style="list-style-type: none"> - Student attendance is at an historic low of 91.8% days attended - New math curriculum will require time and learning that could impact SIP traction next year if not intentional - Student (Panorama) Perception data shows potential social threat to improvement: <ul style="list-style-type: none"> * <i>85% of students feel that people are disrespectful to others at school (sometimes, frequently, almost always)</i> * <i>How often do students get into physical fights at school? (increase of 11%)</i> * <i>Student emotional regulation has steadily declined particularly in regards to bad mood or upset. (Regulating anger and staying calm are trending positively but not enough to affect the whole)</i> - Social media peer issues transferring to school setting - Teacher perception of lack of family support 	<p>Opportunities:</p> <p>What opportunities are present to impact successful school improvement plan implementation? What is going on around you that seems to be useful? What district resources are available to support your work? What could be done today that isn't being done? Who can support you and how?</p> <p>Threats:</p> <p>What obstacles might impact your school improvement plan implementation? What political, economic, social, technological, demographic or legal trends might impact your school improvement plan implementation? Are there any standards, policies, and/or legislation changing that might negatively impact you?</p>

Reflection

- 1.
- 2.
- 3.

Schoolwide Planner (Required for All Schools)

1. Vision

1a. District Vision:	<i>Empowering our students to thrive in life.</i>
1b. School Vision:	<i>Instill the values of education and perseverance to prepare students to be college, career, and life ready.</i>

2. Mission

2a. District Mission:	<i>Preparing every student to excel in our global society through world-class learning experiences.</i>
2b. School Mission:	<i>Strive for excellence in guiding students to reach exceptional potentials.</i>

Subgroup Focus (CSI/TSI): SE

3. Why is this our current reality?

3a. Root Findings: [1]	3b. Data Sources: [2]
1. Student proficiency in ELA and Math on NWEA and ILEARN.	ILEARN Data (Total Proficient, Spring '23) * ELA = 19.14% * Math = 23.92% NWEA Data (Meeting Growth, Spring '23) * Reading = 46.4% * Math = 64.5%
2. Special education subgroup proficiency	ILEARN Data (SE Total Proficient, Spring '23) * ELA = 0.0% * Math = 2.0% NWEA Data (SE Meeting Growth, Spring '23) * Reading = 30.3% * Math = 51.5%
3. Lack of ample opportunities for students to be responsible for doing the thinking in order to increase student engagement and achievement	(Walkthrough Data - 2022-2023) Students Doing the Thinking TOTAL = 31/102 (30.4%)
4. Inconsistent evidence of teacher monitoring for learning while utilizing data before, during, and after the lesson for all students.	(Walkthrough Data - 2022-2023) Monitoring, Using Evidence, and Taking Action TOTAL = 39/102 (38.2%)

4. What are we going to do about it?

4a. Strategy/Intervention #1:	4b. Strategy or Intervention #2:
Teachers will release students to engage in thinking around the critical skills of the lesson.	By monitoring and using evidence of student learning, teachers will take action utilizing data to propel ALL students toward proficiency.

5. How will we know if it's working?

5a. Monitoring Strategy/Intervention #1: Students Doing the Thinking [3]					5b. Monitoring Strategy/Intervention #2: Monitoring for Learning (Using S Evidence) [4]				
Metric Type:	<i>Improvement</i>	Metric used:	WALKTHROUGH: % of time students doing the thinking // Backend		Metric Type:	<i>Improvement</i>	Metric used:	WALKTHROUGH: % of Monitoring, Using Evidence, and Taking Action // Backend	
ELA	Baseline	Benchmark #1 (Nov/Dec?)	Benchmark #2 (Feb?)	Benchmark #3 (May?)	ELA	Baseline	Benchmark #1 (Nov/Dec?)	Benchmark #2 (Feb?)	Benchmark #3 (May?)
Goal [5]	N/A				Goal [6]	N/A			

Actual	SDTT (22-23 WTs) TOTAL = 31/102 (30.4%)				Actual	Students Doing the Thinking (22-23 WTs) TOTAL = 31/102 (30.4%)			
Math	Baseline Oct 24th	Benchmark #1 (Jan?)	Benchmark #2 (March)		Math	Baseline Oct 24th	Benchmark #1 (Jan?)	Benchmark #2 (March)	
Goal [7]	N/A				Goal [8]	N/A			
Actual					Actual				

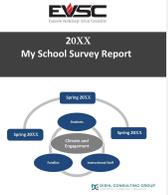
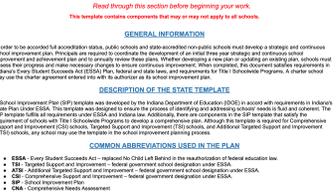
6. What is our target?

Data Set	Grade(s)	Actual (Previous Spr.)	Projected (NWEA Fall)	Projected (NWEA Wint.)	Projected (NWEA Spr.)	Actual (Current Spr.)	Goal	Goal (3-Year)
Attendance Rate	K-12	#REF!				#REF!	95%	
Chronic Attendance	K-6	52%				#REF!	39%	
ILEARN English Proficiency	3-6	#REF!	#REF!	#REF!	#REF!	#REF!	29.7% (56/188)	
		3: 28.6% 4: 20% 5: 13% 6: 22.8%	3: 3/34 (8.8%) 4: 14/49 (28.6%) 5: 11/46 (23.9%) 6: 12/58 (20.7%)				3: 29.4% (10/34) n=7 4: 30.6% (15/49) n=1 5: 28.2 (13/46) n=2 6: 29.3 (17/58) n=5	
ILEARN Math Proficiency	3-6	#REF!	#REF!	#REF!	#REF!	#REF!	32.9% (62/188)	
		3: 31% 4: 20% 5: 20% 6: 26.3%	3: 5/34 (14.7%) 4: 9/49 (18.4%) 5: 3/46 (6.5%) 6: 4/58 (6.9%)				3: 32.3% (11/34) n=6 4: 32.6%(16/49) n=7 5: 34.7% (16/46) n=13 6: 32.7% (19/58) n=15	
NWEA Metric		Actual (Spring '23)	Actual (Fall '23)	GOAL (Winter '23)	Actual (Winter '23)	GOAL (Spring '24)	Actual (Spring '24)	Goal (3-Year)
NWEA: ELA (@ or above 50th%ile)	K-6	K: 77.1% 1: 50% 2: 13.9% 3: 41.5% 4: 36.7% 5: 16.4% 6: 33.9%	K: 24/59 (40.7%) 47% 1: 25/51 (49%) 53% 2: 14/45 (31%) 35% 3: 10/34 (29%) 29% 4: 18/49 (36.7%) 37% 5: 13/46 (28.3%) 28% 6: 17/58 (29.3%) 31%	K: 62% 1: 89% 2: 50% 3: 38% 4: 53% 5: 40% 6: 40%	K: 1: 2: 3: 4: 5: 6:	PLCs will set goals in January	K: 1: 2: 3: 4: 5: 6:	K: 1: 2: 3: 4: 5: 6:
NWEA: Math (@ or above 50th%ile)	K-6	K: 68.8% 1: 71.7% 2: 13.9% 3: 41.5% 4: 38.8% 5: 36.1% 6: 35.7%	K: 23/58 (39.7%) 39% 1: 23/49 (46.9%) 57% 2: 18/46 (39%) 38% 3: 6/34 (17.6%) 18% 4: 12/49 (24.5%) 29% 5: 8/46 (17.4%) 19% 6: 10/58 (17.2%) 21%	K: 53% 1: 75% 2: 50% 3: 29% 4: 5: 6: 28%	K: 1: 2: 3: 4: 5: 6:		K: 1: 2: 3: 4: 5: 6:	K: 1: 2: 3: 4: 5: 6:

7. What is our ultimate goal?

7a. District Ultimate Goal:	<i>Will this help us ensure every student at every grade level is on track to graduate ready for college or career?</i>
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Other Resources

Report(s)	Previous SIP	School Profile	My School Survey	CNA SIP	
					

<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->

EVSC CORE VALUES:

High Expectations
Relationships*

Equity & Empathy
Trust

Accountability

*Respect &

Culture/Climate Planner (Required for Comprehensive/Targeted Support Schools)

1. Vision

1a. District Vision:	<i>Empowering our students to thrive in life.</i>
1b. School Vision:	<i>Instill the values of education and perseverance to prepare students to be college, career, and life ready.</i>

2. Mission

2a. District Mission:	<i>Preparing every student to excel in our global society through world-class learning experiences.</i>
2b. School Mission:	<i>Strive for excellence in guiding students to reach exceptional potentials.</i>

Subgroup Focus (CSI/TSI):

3. Why is this our current reality?

3a. Baseline	52% of students were chronically absent during the 2022-2023 school year.				
3b. Root Findings:				3c. Data Sources:	
1. The Delaware Chronically Absent Students Report				1. The percentage of students chronically absent for the 2022-2023 school year was 52%.	
2. The Delaware School Profile Attendance Rate depicts that Delaware is below EVSC district averages on the student attendance report.				2. Refer to p. 14 on the 2022-2023 Delaware School Profile	
3. The Delaware School Profile Attendance Rate depicts that Delaware is below EVSC district averages on the overall student attendance rate report.				3. Refer to p. 15 on the 2022-2023 Delaware School Profile	
4. The Delaware School Profile Attendance Rate depicts that Delaware is below EVSC district averages on the chronic absenteeism report.				4. Refer to p. 16 on the 2022-2023 Delaware School Profile	

4. What are we going to do about it?

4a. Strategy/Intervention #1:	
Reduce the number and percentage of students who are chronically absent.	

5. How will we know if it's working?

5a. Monitoring Strategy/Intervention #1:						
Metric Type:	<i>Improvement</i>	Metric used:	Chronically Absent Attendance Report		Delaware Attendance System	
Data Set	Baseline	Benchmark #1 Sept. 30	Benchmark #2 Dec. 15	Benchmark #3 Feb. 28	Benchmark #4 Apr. 30	End of Year May 24
Goal [9]	N/A					39%
Actual	52%					

6. What is our target?

6a. School Smart Goal	By the end of the 2023-2024 school year the percentage of chronically absent students will decrease from 52% of students to at least 39% of students.
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7. What is our ultimate goal?

7a. District Ultimate Goal:	<i>Will this help us ensure every student at every grade level is on track to graduate ready for college or career?</i>
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<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->

EVSC CORE VALUES:

High Expectations

Equity & Empathy

Accountability

Respect & Relationships

Trust

Action Planning			Logistics					Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [10]	Target Date:	Person(s) Responsible: [11]				Are we doing it?	Notes
#1		What actions will we take to fully implement our strategy?	Due Date: [12]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [13]	Does the data indicate effectiveness? What adjustments need to be made?
Teachers will release students to engage in thinking around the critical lesson.	1	Activators plan for focus on curriculum and lesson design for EL Mod 1	8/1/2023	Principal	Specialist	Strategist	Strategist		
	2	EL Mod/Unit Unpacking, Lesson Internalization, and Calendar Work	8/2/2023	Principal	AP	Specialist	Strategist		
	3	Instructional walkthroughs to determine real time feedback and/or coaching cycle begin	8/21/2023	Principal	AP	Specialist	DSS		
	4	Implement Activator PD to drive work utilizing PLC+ framework, strategies, and practices	8/30/2023	Principal	AP	Strategist			
	5	Determine PLC/Walkthrough/Coaching feedback cycles	9/25/2023	Principal	AP	Specialist	DSS		
	6	Begin coaching in PLCs through observations to determine PLC coaching cycles	9/1/2023	Principal	AP	Specialist	DSS		
	7	EL and Math Module PLC PowerPlans for Overview/Unpacking	9/18/2023	Principal	AP	Specialist			
	8	Teachers will partake in strategic learning walks in order to observe other teachers releasing students to do the thinking	11/6/2023	Principal	AP				
	9	Coaching and feedback based on walkthrough data	5/24/2024	Principal	AP	Specialist	Strategist		
	10	Develop teacher efficacy around PLC framework (module internalization, assessment test drive, determining high leverage lessons, lesson internalizations, and data analysis) to ensure release of students engaged in the critical skills of the lesson and monitoring to take action in the moment or based on data.	5/24/2024	Principal	AP	Specialist	Strategist		
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3 Year Timeline for Implementation, Review & Revision for Strategy 1									
Year 2									
Year 3									
Action Planning			Logistics					Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [14]	Target Date:	Person(s) Responsible: [15]				Are we doing it?	Notes
#2		What actions will we take to fully implement our strategy?	Due Date: [16]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [17]	Does the data indicate effectiveness? What adjustments need to be made?
	1	Activators plan for focus on curriculum and lesson design for EL Mod 1	8/1/2023	Principal	Specialist	Strategist	Strategist		
	2	EL Mod/Unit Unpacking, Lesson Internalization, and Calendar Work around flex day guidance	8/2/2023	Principal	AP	Specialist	Strategist		
	3	Instructional walkthroughs to determine real time feedback and/or coaching cycle begin	8/21/2023	Principal	AP	Specialist	DSS		
	4	Implement Activator PD to drive work utilizing PLC+ framework, strategies, and practices	8/30/2023	Principal	AP	Strategist			
	5	Determine PLC/Walkthrough/Coaching feedback cycles	9/25/2023	Principal	AP	Specialist	DSS		

By monitoring and using evidence of student learning, teachers will take action utilizing data to propel ALL students toward proficiency.

6	Begin coaching in PLCs through observations to determine PLC coaching cycles	9/1/2023	Principal	AP	Specialist	DSS	
7	EL and Math Module PLC PowerPlans for Overview/Unpacking	9/18/2023	Principal	AP	Specialist		
8	Teachers will partake in strategic learning walks in order to observe other teachers actively monitoring and using evidence in real-time to propel all students toward mastery	11/6/2023	Principal	AP			
9	Coaching and feedback based on walkthrough data	5/24/2024	Principal	AP	Specialist	Strategist	
10	Develop teacher efficacy around PLC framework (module internalization, assessment test drive, determining high leverage lessons, lesson internalizations, and data analysis) to ensure release of students engaged in the critical skills of the lesson and monitoring to take action in the moment or based on data.	5/24/2024	Principal	AP	Specialist	Strategist	
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3 Year Timeline for Implementation, Review & Revision for Strategy 1							
Year 2							
Year 3							

Action Planning			Logistics				Short-Term Monitoring	Notes
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [18]	Target Date:	Person(s) Responsible: [19]				Are we doing it?
#3		What actions will we take to fully implement our strategy?	Due Date: [20]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [21]
	1	Develop time in schedule to enable teachers to make contact with students/families who are absent from school on the morning the student is absent	8/7/2023	Principal	AP	Counselor	Teacher	
	2	Integrate attendance data review into biweekly MTSS (Academy) meetings and protocols	8/29/2023	Principal	AP	Counselor		
	3	Provide PD to faculty and staff around chronic absenteeism and strategies to mitigate student absences	9/7/2023	Principal	AP	Counselor		
	4	Determine time and system for teachers to make and document calls to students/families after three absences	9/7/2023	Principal	AP	Counselor		
	5	Develop weekly and monthly attendance incentives	9/11/2023	Principal	AP	Counselor		
	6	Develop a doc and system to monitor attendance interventions and strategies used by teachers, counselor, social worker, administrators, truancy officer, etc.	9/18/2023	Principal	AP	Counselor		
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	7							
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	9							
	10							
	11							
	12							
	13							

Reduce the number

SIP Requirements

Curriculum and Interventions	EVSC curriculum and interventions align with Indiana Academic Standards. Primary resources: Reading/ELA: Open Up Resources (Science of Reading aligned) and Zaner Bloser HW (gr. 3), Math: Eureka Math Squared, Science: Mystery Science and Op Sci-Ed (gr. 6), Social Studies: Discovery Ed/EVSC Curriculum, Visual arts, music, health and physical education: EVSC Curriculum resources; Interventions: IXL, 95%, Just Words, Orton Gillingham Complete list of EVSC curriculum is available on the EVSC website under Academics.
Assessments (in addition to state assessments)	NWEA Computer Adaptive Assessment (Benchmark) is given to all K-10 students three times per year to identify students' instructional level and monitor student growth. PSAT (Benchmark) is administered to 8th and 9th grade students to align interventions and prepare for PSAT (gr. 10) and SAT. Achieve 3000 (Benchmark) is administered to grades 6-8 to identify instructional reading level and monitor growth. Students in grades K-2 are screened to determine tendencies of dyslexia (common formative) and students in K, 2, 4 and 7 are screened or assessed to determine eligibility for high ability services. Gr. 2 take early IREAD to determine need for support. Common formative and summative teacher or curriculum developed assessments aligned with Indiana Academic Standards are available within the EVSC curriculum.
Instructional Program	MTSS (Multi-tiered System of Support) model: Tier I: high expectations for academic achievement are made clear and supported with scaffolding and resources using a variety of instructional strategies to meet diverse needs of students. MTSS multi-faceted team considers student data to evaluate, monitor and identify most in need students who require support in mastering grade level content or students who demonstrate advanced levels of achievement. Tier II or III supports provide evidence-based strategies and the team monitor progress to adjust supports as needed. The MTSS team also considers factors that inhibit academic achievement including attendance and work to put strategies in place for individual student improvement.
Coordination of Technology	EVSC provides robust support for integration of technology into the instructional program with professional development and training for teachers and staff, and dedicated technology specialists who support staff and infrastructure.
Career Awareness and Development	EVSC counseling curriculum and services are based on the ASCA model and includes career-focused classroom lessons at all levels as well as a variety of integrated opportunities including career fairs, job site tours, career based clubs, guest speakers and a robust offering of CTE courses.
Safe and Disciplined Environment	GAIN (Growth in Academics through Neuroeducation) provides professional development for staff and GAIN Self-Reg curriculum to support students in the development of self-regulation and future-ready skills that lead to academic success, career readiness, and ability to contribute positively to their communities. The MTSS team work with students who need additional Tier II and Tier III support to be successful. School rules and attendance, discipline and bullying policies are accessible on the EVSC website.
Cultural Competency	Teachers utilize information from all students about their cultural heritages and incorporate this knowledge into classrooms in sensitive and useful ways that enhance learning for all students.
Attendance	EVSC Core Attendance Task Force works with schools to support schools to proactively improve attendance. The Truancy Roundtable works with community partners including the court system to put strategies in place to address chronic absenteeism. The school MTSS team address attendance as an obstacle to academic achievement and monitor data, determine need and strategies and monitor progress.
Parent and Family Engagement	District Family and Community Engagement (FACE) Team work with schools to support asset based two-way communication, cultivate trust and relationships, and support equity-focused family engagement with academic excellence for all students as the goal.
Secondary Schools	EVSC offers a wide variety of advanced placement, dual credit and advanced Career and Technical Education opportunities and students are encouraged through academic counseling services to seek advanced coursework. All course offerings are available on the EVSC website under Academics, Curriculum, HS course catalog.

Title 1 Schoolwide Additional Information

	District	School
<p>Schoolwide Reform Strategies Strategies to address the needs of all students Effective Timely Assistance</p>	<p>EVSC implements an MTSS model of support. All students receive Tier I core instruction with robust expectations with scaffolding and resources to support academic achievement. There is a clear, data driven process for Tier II and Tier III identification (K-8), and evidence based reading and math intervention support based on need. All primary grade teachers (K-2) are trained in LETRS, a scientifically based approach to reading instruction. GAIN (Growth in Academics through Neuroeducation) provides regular professional development and technical assistance for staff. Tier I GAIN Self-Regulation curriculum supports students in development of skills leading to academic success. GAIN Support Specialists work with school teams to utilize data to identify students who need additional supports and develop plans for evidence-based Tier II and III supports. Each school with elementary grades has at least one teacher being trained in Science of Reading certification through Mount St. Joseph University.</p>	<p>Delaware implements a number of core components of MTSS to address the needs of all students. Both grade level teams and RtI (MTSS/Academy/Grade Level) teams meet regularly to support the work. We begin by assessing and screening students according to EVSC benchmark criteria to determine student placement in the tiers. Interventionists are trained to lead groups and to progress monitor. Teams determine most appropriate research-based intervention, enrichment, or strategy/skill/method and group according to student need. They then meet to set goals and regularly thereafter to discuss each student's progress in multiple developmental areas. Teachers lead intentional guided groups four or five days weekly for 30 to 40 minutes. Increasingly intense interventions are planned for students not making sufficient progress. Continued steps for Delaware include intentional monitoring of fidelity and instruction of interventions through adopting an MTSS model. Teachers have had extensive training from the both the district and school level regarding an array of Tier II or III academic and SEL interventions. Teachers have access to a digital nomination form for behavior and academics. PLCs, the principal, assistant principal, school social worker, school counselor, behavior student support specialist/interventionist, psychologist, and special education coordinator meet biweekly to disaggregate student academic and behavioral data to create plans and interventions to best support students. Delaware has a full time Behavior Student Support Specialist (BSSS) and Behavior Student Support Interventionist (BSSI). By collaborating and seeking community funding, Delaware has added to our sensory/self-regulation room, Minds In Motion space, and outdoor classroom/sensory courtyard. These rooms provide a space and outlet for our Tier II and III students to get their minds and bodies focused and ready to learn. Delaware's BSSS/I also track behavior data via digital Teacher Documentation forms, ODR forms as well as the Delaware behavior support trackers developed in partnership with district officials. Our Behavior SSS is able to intervene and provide supports to students. She pulls this data to share with Delaware's Multi-Tiered Support Team and Social Emotional Learning Team. She also coordinates restorative practice with students to students and teachers to students. Our Behavior SSS is instrumental in supporting and rolling out group plans and self-reg curriculum at Delaware and in EVSC in order for students to be calm, alert, and ready to learn during whole and small group and individual instruction. Delaware has allotted a 20 minute block of time entitled Self-Reg to enable teachers to integrate the self-reg curriculum as well as teambuilding and classbuilding and/or skills/strategies based small groups. Each grade level also has two 30 - 40 minute blocks of time specifically for Supplemental Instructional Support for academic and self-reg supports. Along with a Behavior SSS, Delaware has a full time Youth First Social Worker. Delaware's social worker carries a caseload at Delaware and meets with students throughout the day while also reaching out to community partners to provide resources to and for students and families. The Behavior SSS, YouthFirst social worker, counselor, behavior specialists in EVSC, school psychologist, and Zone 2 Special Education Coordinator, assistant principal, and I all meet biweekly to discuss students and their social, emotional, behavioral, and academic health.</p>
<p>Assessment (SW model of teacher inclusion in decision model)</p>	<p>EVSC implements Professional Learning Communities and teachers have embedded, protected time during the day to meet. Teacher teams regularly review student data (individual, class and grade) to plan for and adjust instruction to move all students to mastery of standards. PLCs determine need for remediation or enrichment or refer students to the MTSS team for additional support.</p>	<p>Delaware homeroom, special education, and title teachers meet in PLCs from 7:35 - 8:15 and/or during the block of time their students are at related arts. Teachers utilize PLC times to plan via a backward design model where they pull assessments and internalize modules, units/topics, and lessons. Teams access their PLC hubs to utilize the EVSC curriculum guidance, calendars, templates, data analysis protocols, and applicable tools like determining high leverage lessons and flex day guidance. By accessing systems and following processes and a PLC framework, teams are able to focus on curriculum and lesson design to ensure there is consistent access to rigorous curriculum for all students, reflect on student learning in order to determine success criteria and the mode or method to monitor learning in real-time, focus on teaching and impacting learning so that there is collaborative discussion around student mastery and moving learning forward to close learning gaps in order to accelerate student learning, and cogitate on equitable outcomes by accessing data from CFUs and formative/summative assessments in order to determine next steps to propel all students toward mastery/proficiency. An MTSS nomination form is also accessible to teachers so that there is fluid communication between teachers and the MTSS team. The MTSS team and teachers are able to frequently confer, access PLC tools and data, and use a problem problem solving lens to devise a plan to support each student and his/her unique needs for remediation or enrichment/extension.</p>

<p>Transition (Pre-K and Middle/HS) (Assist Preschool children in transition to elementary school, students to MS/HS)</p>	<p>For any students attending EVSC pre-K programs, Kindergarten teachers will have access to GOLD assessment reports for individual children. The Director of Early Learning Initiatives regularly collaborates with appropriate Headstart leadership to encourage on-going transition of students from Headstart to Kindergarten. Parent information and support is readily available for parents of students entering Kindergarten through multiple sources including district website, social media, schools and community agencies. Schools host family nights for new students transitioning to the school. School attendance district feeder schools plan and coordinate activities to support successful transition to middle and high school.</p>	<p>Delaware hosts an open house prior to school starting. Kindergarten students and their parents, however, are able to visit classrooms, tour the school, and meet with teachers individually during the spring/summer prior to the new school year. Delaware faculty and staff also schedule student supply drop off. By having an open house (prior to school beginning and having supply drop off, families are able to bring supplies and meet with teachers (homeroom and related arts teachers). Teachers are able to confer with families and share kindergarten behavioral and academic expectations while also expounding upon school rules, routines, procedures (group plans), and other pertinent processes. After school has started, kindergarten teachers facilitate one on one conferences with parents to share student performance, growth, and goals for further social/emotional and cognitive achievement.</p>
<p>Increase Learning Time</p>	<p>EVSC provides a robust summer program for students in Title I schools that prioritizes most in need K-8 students. The summer program utilizes evidence based practices and provides reading and math curriculum with a STEM focus. EVSC provides a district Early Learning program for most in need students and prioritizes students who live in a Title I school elementary attendance district for enrollment. 21st Century schools provide additional after school learning opportunities for students.</p>	<p>Delaware is able to host summer school for Pre-K - 6th grade students. Data is utilized to target specific students who need extra supports to enhance their learning during the summer. By collaborating with United Way, Delaware is able to host K-Camp. K-Camp focuses on kindergarten readiness for children 5 years old who will be starting kindergarten the fall. The program utilizes teachers to prepare children with early literacy skills, routine, and classroom etiquette. K-Camp Participants are tested at the beginning and end of K-Camp, teaching staff administers the Brigance Early Childhood and Getting Ready to Read Screening Tools to participating children. The tools help staff to better understand where a child is on the path to reading and assess progress during the program. We use this data to see the growth of students during our program and the impact we make on the community. The goal for the program is to provide a summer program for those who may have not had any pre-k experience and assist in their transition to starting kindergarten in the fall. 1st - 6th graders are able to continue to practice and apply reading and math skills by engaging with curriculum and STEM materials in whole group, small group, and individualized settings with instruction tailored to each student's unique needs. 3rd graders who are needing to pass IREAD continue to focus on developing and honing foundations/vocabulary along with literacy and nonfiction comprehension skills. Through 21st Century programs and our Community Learning Center Coordinator (CLCC) students are also able to partake in enrichment programs and activities at Delaware and throughout the community each afternoon during summer programming.</p>
<p>Schoolwide Plan (District technical support, grant activities, monitoring, evaluation)</p>	<p>Chief Administrative Officials meet with building administrators and leadership team at least 2 times per month to monitor the SIP implementation and results, adjust action planning and short term monitoring based on data. The Superintendent and district executive leadership team meet two times per year with school administrative teams to review data, SIP goals, strategies and action plans and to determine ways to support school level implementation of SIPs. The Director of Title I Support works with schools to ensure monitor Title I required grant activities.</p>	<p>The Zone 2 Chief Administrative Office and I meet regularly. She and I utilize a focused agenda to hone in on the needs of Delaware, review data, monitor implementation of action steps in the SIP, set goals, and identify adjustments that need to be made and district support(s) that may be needed. My CAO also embeds principal meetings in the schedule. This time allows me to meet with other principals in Zone 2 to share strategies for change and alignment for school improvement. I also have the opportunity to meet with the superintendent and other district leaders throughout the year to delve into data and goals set for Delaware. Delaware's leadership team has transitioned to an MTSS model that embeds EVSC GAIN, self-eg curriculum, RtI, and Leadership team notions. This team meets biweekly to ensure Delaware is working toward its SIP goals and reviews social/emotional/behavioral/academic data. By conferring with my CAO and the Director of Title I support, we are able to ensure that the Title I budget and funds are utilized in a capacity that maintains the fidelity and integrity of the funding while increasing teacher, student, and family engagement and efficacy.</p>
<p>High quality, on-going Professional Development</p>	<p>EVSC implements a job embedded coaching model to support teachers in improving instruction and meeting the needs of all students. Teachers participate in PLCs and summer PD opportunities to learn new strategies, skills and curriculum. Chief Administrative Officers work directly with Title I principals to provide coaching and on-going professional development. Paraprofessionals receive training based on their specific role.</p>	<p>EVSC has structured supports for schools. Delaware is part of Zone 2 with three other schools. District coaches and strategists meet with teams regularly to provide PD on tools to assist teachers with analyzing and using data to drive their instruction. Through the coaches' and strategists' PD, along with PD I provide, and differentiated coaching/feedback cycles, PD is able to transpire. PLCs meet at least four days per week at the beginning of the day, during the time that students are at related arts, and after lunches. For math, Delaware accesses Eureka Math Squared curriculum and guidance. For reading, Delaware utilizes EL curriculum (content-based literacy, reading foundations skills block, additional language and literacy (ALL) block,) Heggerty Phonemic Awareness, small, guided skills-based reading groups with an array of resources embedded into instruction. Using the backward design process while internalizing modules, units, and lessons along with data analyzing protocols, teachers are enabled to access aligned assessments to plan and collect and analyze data in order to adjust instruction in order to ensure that each student is receiving relevant, motivating, and engaging instruction.</p>

<p>Recruitment and Retention (Recruitment and retention of effective teachers - high needs subjects)</p>	<p>EVSC Executive Director of Human Resources and the Assist. Superintendent of Talent collaborate with higher education partners to recruit HQ staff to Title I schools. HR prioritizes offers for early contracts to new hires in Title I schools and hires Flex teachers to work in Title I schools prior to placement. Teachers in Title I schools receive additional compensation based on teaching in a high needs school. Human Resources staff work directly with certified staff holding emergency licensure to expedite transition to HQ and monitor non-HQ teachers in Title I schools yearly. Paraprofessionals meet the current requirements for Title I.</p>	<p>HQ Staff Roster Link</p>
<p>SWP Development (SWP is developed with involvement of parents and other community members)</p>	<p>Schools survey families and community partners yearly to gather input for SIP/Title I strategies. In addition, EVSC surveys families yearly (My School Survey) and results are provided to schools. Schools work with School Community Councils, parent organizations and families to collect input for the SWP.</p>	<p>Delaware is fortunate to have several community partners and organizations supporting the work in our SIP. The Community Learning Center Coordinator and I host monthly site council meetings to listen to and incorporate stakeholder voices. Delaware recently formed a PTA as well. This team of parents, teachers, and community leaders also meets monthly. Through these meetings I am able to share the work of the SIP, and the community partners share their beliefs and are thought partners toward our goals.</p> <p>In order to get stakeholder input, Delaware's PTA and Site Council convene monthly to discuss school improvement and parent engagement. Teachers meet daily to discuss student improvement and engagement. Teachers also meet in Delaware's data room to dig into data to ensure their work continues to align with the work in our SIP and EVSC's continuous improvement plan. Delaware's Community Learning Center Coordinator and I meet monthly with Delaware's site council to raise awareness about the work transpiring with teachers and students at Delaware. Other community partners, like the Dream Center, Delaware's assistant principal, and behavior student support specialist, behavior students support interventionist, counselor, social worker, school psychologist, and Zone 2 special education coordinator, and I meet biweekly to discuss the academic, behavioral, and social/emotional health of the school. In essence we are working as a community RtI/MTSS team to enhance the work of the students, families, and teachers. Delaware's MTSS team and I also meet biweekly to gauge the health and wellness of Delaware's teachers, students, and families in relationship to engagement, student behavioral and academic growth and goal setting, and the social/emotional well being of all involved in the work of the SIP.</p>
<p>Access to SIP (Available to families, staff, community)</p>	<p>A PDF of the school SIP is posted on the school website for access to parents and the public in the fall after submission to IDOE. The SIP document is a living google doc and staff have access or can be easily supplied access if needed.</p>	<p>Delaware has a PTA. Along with the Site Council, The PTA board and I meet monthly, and PTA hosts monthly meetings open to all members. These meetings enable PTA and Delaware teachers and administrators to work together to improve Delaware. Both parents and community members actively participate in both meetings and activities and the work at Delaware.</p> <p>Parents and community partners have access to Delaware's SIP at PTA, Site Council, and Community RtI/MTSS meetings.</p>
<p>FACE Activities (Activities that have shown to be effective at increasing family and community engagement in the school, including family literacy programs)</p>	<p>District-wide Parent Engagement: The EVSC FACE Team will work with district and school leadership to inform decisions around family engagement programming and communication with families. Parents are informed regarding academic assessment results through direct communication including phone calls, texts and emails. The Director of Title I Support provides assistance in planning evidence based family engagement activities that focus on increasing family capacity to support learning at home.</p>	<p>Delaware has a Community Learning Center Coordinator (CLCC) and a Behavior Student Support Specialist and Interventionist (Behavior SSS and SSI). They are all integral members of the school team to focus on parent and family training to support students' academic and self-reg experiences in school. The BSSS & BSSI also act as a strategic and intentional liaison to increase communication between school and home to support student achievement and progress. They assist in building teachers' and parents' capacities to better support students while honing in on specific social, emotional, and academic needs of students. The CLCC and BSSS meet with families at various times before/after school hours and at community events on the weekends/in summer. Delaware hosts monthly family nights centered around literacy. Teachers share strategies and techniques with families to help parents further support students reading and learning at home while also enhancing curriculum being introduced and taught at school. Families also have the opportunity to enroll and set up their Power School access to allow them to check student behavior and academic progress. Delaware also collaborates with the YMCA and Dream Center to host monthly sessions themed around literacy while also promoting family, the well-being of children, and community.</p>
<p>Coordination of Programs (Developed in coordination with other programs, services and resources)</p>	<p>SIPs are developed in coordination with the district Continuous Improvement Plan as an overarching document which coordinates across multiple programs. Chief Administrative Officers access other departments, programs and services as needed to support individual school needs.</p>	
<p>Coordination of Funds (Describe how Title I funds will be coordinated with local, state and federal programs)</p>	<p>The Director of Title I Related Grants coordinates use of funds based on the Continuous Improvement Plan, needs assessment priorities, school based needs assessments and input from Chief Administrative Officers. A federal grants team meets monthly to review alignment of funds.</p>	
<p>HQ Staff Roster Link</p>		

Waivers, Provisions, and Assurances

- No statutes and rules will be suspended from operation from this school.
- Curriculum and information regarding the location of a copy of the curriculum is available for members of the public.
- Assessments besides state assessments are used at this school.
- Plan to be submitted to the governing body and made available to all interested members of the public and in an easily understood format.
- Provisions are in place to maintain a safe and disciplined learning environment for students and teachers.
- Provisions are in place for the coordination of technology initiatives.
- A professional development program exists pursuant to IC 20-19-2-11 and IC 20-20-31.
- The plan complies with the board's core principles for professional development.
- Exclusive Representative supports the professional development component of this plan.
- Provisions are in place to maximize parental participating in the school.

Principal Signature of Assurance

Date

[1] Highlight the root cause findings on the "Self-Assessment" tab, and use the space below to explain your rationale.

[2] Checkpoint metrics should align to these data sources to allow for frequent progress monitoring.

[3] What will we look during in consistent, short-term cycles to know our strategy is working?

Reflection: Be sure to consider alignment and intentionality.

Is the determined metric aligned to the baseline, root findings, strategy, goal, and ultimate outcome?

Is it realistic?

Do you need any support from district office to align systems necessary to ensure this measure is continuously easy to access on short cycles?

[4] What will we look during in consistent, short-term cycles to know our strategy is working?

Reflection: Be sure to consider alignment and intentionality.

Is the determined metric aligned to the baseline, root findings, strategy, goal, and ultimate outcome?

Is it realistic?

Do you need any support from district office to align systems necessary to ensure this measure is continuously easy to access on short cycles?

[5] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[6] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[7] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[8] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[9] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[10] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

[11] Use the pull down menu in each cell below (see down arrow) to select the appropriate names.

Names can be adjusted by going to "Data" and then "Validation."

You can adjust the list of names for your school.

[12] Easy access to calendar:

Double click in each cell below to pull up and select from a calendar.

[13] Each team member designated as responsible/accountable for each action step:

Enter in a value between 1-4 complete per action reflecting if the action step has not been started, implementation is in progress, implementation

is ongoing with fidelity, or is complete.

[14] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

[15] Use the pull down menu in each cell below (see down arrow) to select the appropriate names.

Names can be adjusted by going to "Data" and then "Validation."

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[16] Easy access to calendar:

Double click in each cell
below to pull up and select from a calendar.

[17] Each team member designated as responsible/accountable for each action step:

Enter in a value between 1-4 complete per action reflecting if the action step has not been started, implementation is in progress, implementation is ongoing with fidelity, or is complete.

[18] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

[19] Use the pull down menu in each cell below (see down arrow) to select the appropriate names.

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[20] Easy access to calendar:

Double click in each cell
below to pull up and select from a calendar.

[21] Each team member designated as responsible/accountable for each action step:

Enter in a value between 1-4 complete per action reflecting if the action step has not been started, implementation is in progress, implementation is ongoing with fidelity, or is complete.